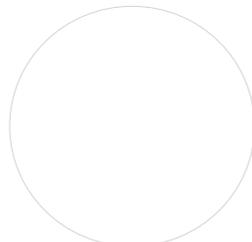
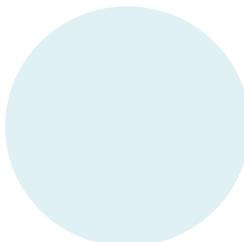


# Literacy and Peace



September 2012



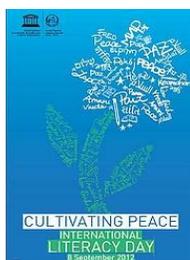
## U.S. Embassy Jakarta Mission Statement

Based on mutual respect and shared values, the U.S. Mission works with Indonesia to strengthen democracy, sustain the environment, promote prosperity, enhance understanding and ensure security for our people, our nations, and our region

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## International Literacy Day 2012



For over 40 years now, UNESCO has celebrated International Literacy Day by reminding the international community that literacy is a human right and the foundation of all learning.

The theme of International Literacy Day 2012 is Literacy and Peace. This theme was adopted by the United Nations Literacy Decade (UNLD) to demonstrate the multiple uses and value that literacy brings to people.

Literacy contributes to peace as it brings people closer to attaining individual freedoms and better understanding of the world, as well as preventing or resolving conflict. The connection between literacy and peace can be seen by the fact that in unstable democracies or in conflict-affected countries it is harder to establish or sustain a literate environment.

### Facts about International Literacy Day

- International Literacy Day is

celebrated each year on September 8th.

- International Literacy Day was first observed on September 8, 1967.
- The aim of International Literacy Day is to focus attention on the need to promote worldwide literacy.
- It is estimated that 860 million of the world's adults do not know how to read or write (nearly two-thirds of this number are women), and that more

than 100 million children lack access to education.

On International Literacy Day, individuals, organizations, and countries throughout the world renew their efforts to promote literacy and demonstrate their commitment to providing education for all.

- The United Nations Educational, Scientific, and Cultural Organization (UNESCO) is the

*Continue to page: 2*

## UNESCO King Sejong Literacy Prize 2012 - Indonesia

Every year, on the occasion of International Literacy Day (8 September), UNESCO awards the International Literacy Prizes to institutions, organizations and individuals whose efforts contribute to the promotion of dynamic literate societies.

This year the Directorate of Community Education Development in Indonesia will receive one of the two UNESCO

King Sejong Literacy Prizes. This government program on 'Improving quality of literacy education through entrepreneurship literacy, reading culture and tutor training' involves almost three million people, and places special emphasis on illiterate women, for whom programs combining life skills and basic literacy training are provided.

Read more: <http://goo.gl/5m7hV>  
 Related link: <http://goo.gl/90Mnj>

## Why Literacy is Important

In the United States, an estimated 30 million people over the age of 16 read no better than the average elementary school child.

Worldwide, nearly 800 million adults are illiterate in their native languages; two-thirds of them are women. Yet the ability to read and write is the basis for all other education; literacy is necessary for an individual to understand information that is out of context, whether written or verbal. Literacy is essential if we are to eradicate poverty at home and abroad, improve infant mortality rates, address gender inequality, and create sustainable development. Without literacy skills—the abilities to read, to write, to do math, to solve problems, and to access and use technology—today’s adults will struggle to take part in the world around them and fail to reach their full potential as parents, community members, and employees.

### ADULTS NEED STRONG LITERACY SKILLS

*...to raise children who have strong literacy skills.*

**In the U.S.** — Learning to read begins long before a child enters school. It begins when parents read to their children, buy their children books, and encourage their children to read. The research is clear: parents who are poor readers don’t read as often to their children as do parents who are strong readers; children who are not read to enter school less prepared for learning to read than other children.

**Internationally**— Educated mothers in developing countries

are more likely to send their children to school than non-educated mothers.

*...to be good employees.*

**In the U.S.** — The employees most in demand in the U.S. have at least a two-year college degree. Workers must be able to read safety regulations and warnings so they and their co-workers can stay safe on the job. And working in a team means that employees must be able to communicate clearly with one another.

**Internationally**— In developing countries, math literacy skills help people taking part in micro enterprise programs to manage their businesses.

*...to keep themselves and their families healthy.*

**In the U.S.** —Understanding a doctor’s orders, calculating how much medicine to take, reading disease-prevention pamphlets—all are ways adults can keep themselves and their families

healthy. But millions of adults lack these essential “health literacy” skills, which adds an estimated \$230 billion a year to the cost of health care in the U.S.

**Internationally** —Teaching adults in developing countries to read as they are shown how they can prevent disease has helped reduce the spread of HIV/AIDS, trained community first aid practitioners, and led to more sanitary drinking water supplies.

*...to be active in their communities.*

**In the U.S.** — Political campaigns in the U.S. often stress the need for “informed voters.” But how can an individual be well informed if he or she cannot access written campaign literature or read newspaper coverage of the issues and candidates? The 2003 National Assessment of Adult Literacy, conducted by the U.S. Department of Education, showed that low literate adults are less likely to vote than strong readers, but become more active in their communities as their

reading and writing skills improve.

*...to advocate for themselves and avoid human rights abuse.*

**In the U.S.** — People must be aware of their rights in order to assert them. Literacy gives people access to that information. Literacy plays a significant role in reducing gender inequality.

**Internationally** — ProLiteracy’s Women in Literacy initiative shows that women who learn to read and write gain self-esteem, become self-sufficient, and take action to change their own lives and life within their communities.

*...to avoid crime.*

**In the U.S.** — There is a clear correlation between adult illiteracy and crime. According to the Bureau of Justice Statistics Special Report (2003), 75 percent of America’s state prison inmates, almost 59 percent of federal inmates, and 69 percent of jail inmates did not complete high school.

Source: <http://goo.gl/GVuWX>

## International Literacy Day 2012

*Continued from page 1*

founder of International Literacy Day, and is responsible for appointing a jury to award international literacy prizes.

- Three literacy prizes are awarded on International Literacy Day. They are: The International Reading Association Literacy Award, two King Sejong Prizes and two Confucius Prizes. King Sejong Prizes give special consideration to the creation,

development and dissemination of mother tongue languages in developing countries, while the Confucius Prizes aim at rewarding outstanding activities in the field of literacy for rural adults and out-of-school youth, particularly women and girls.

- The International Reading Association has sponsored the International Reading Association Literacy Award since 1979.

The award is presented at the UNESCO celebration of International Literacy Day.

- Because International Literacy Day coincides with the beginning of a new school year in many countries, classroom teachers use this day to recognize the importance of literacy in the lives of both children and adults.

Source: <http://goo.gl/ZChUo> ,

Related Link: <http://goo.gl/Grkfj>

# Idea Starters – International Literacy Day

Let's promote peace during International Literacy Day 2012! Find some activity ideas below to commemorate the day.

- Stage a Fun Run for Literacy and provide donated books to participants.
- Use newspapers to go global — conduct a scavenger hunt for country names or compare how stories are covered by newspapers from different parts of the world.
- Read and compare folk tales from different countries.
- Invite students, parents, or

guests who have lived in other parts of the world to read a story or to talk about classrooms in other countries.

- Hold a cultural fair with information displays about children's native or ancestral countries. Read stories, share songs, and have people dress in ethnic costumes.
- Have students select countries, research essays on similarities/differences of literacy issues internationally.
- Create an event with a reading theme, such as Read Across

Asia or Reading Takes Me Places.

- Celebrate with a book fair. Invite an author or illustrator.
- Ask an adult learner involved in a literacy program to give a testimonial.
- Tap your students' creativity for ideas about how to make the community more aware of literacy issues.
- Establish one-day hotline that community members call with questions about reading, learning disabilities, literacy programs, and resources. Staff hotline with reading professionals/volunteers

from literacy organizations.

- Have older students make books to share with younger students or donate to childcare centers.
- Conduct a read-a-thon to raise money for community literacy programs.
- Partner with a television/radio station, magazine/newspaper to support literacy projects.
- Invite a publisher to your classroom or school to discuss how books are developed.

Read more ideas at: <http://goo.gl/lq7Ke>

## Literacy Facts

According to researchers Hart and Risley's findings in the U.S., professional families' children hear an average of 2,153 words per hour, in working class families 1,251 words per hour, and in welfare families only 616 words per hour. The relationship of illiteracy and poverty is undeniable. The International Reading Association culled the following literacy facts.

### From ProLiteracy Worldwide:

#### Globally

- The per capita income in countries with a literacy rate less than 55% averages about \$600.
- 98% of all non-literates live in developing countries.

In all developing countries, the percentage of children aged 6-11 not attending school

is 15%. In the least developed countries, it is 45%.

### In the U.S.

- According to the U.S. Census Bureau, workers 18 and over with a bachelor's degree earn an average of \$51,206 a year, while those with a high school diploma earn \$27,915;
- American business currently spends more than \$60 billion each year on employee training, much of that for remedial reading, writing, and mathematics.
- One-half of all adults in U.S. federal and state correctional institutions cannot read or write at all; 85% of juvenile offenders have reading problems.

### From Alliance for Excellent Education:

- About 40% of high school graduates lack the literacy skills employers seek.
- Employment projections indicate that jobs requiring only a high school degree will grow by

just 9% by the year 2008 while those requiring a bachelor's degree will grow by 25% and those requiring an associate's degree will grow by 31%.

- Male and female students with low academic achievement are twice as likely to become parents by their senior year of high school compared to students with high academic achievement.

### From America SCORES:

- In 1996, 25 to 34 year olds who had dropped out of high school were more than three times as likely to receive public assistance as high school graduates who did not go on to college (12% verses 4%).
- Activities such as reading and singing songs vary by maternal education, family type, welfare receipt, and race/ethnicity. Children whose mothers have lower levels of education, single mothers, are less likely to be read to

## Resources

### Adult and Family Literacy

- Adolescent Literacy <http://www.adlit.org/>
- The American Dream Starts @ Your Library <http://goo.gl/Gk2So>
- BuildLiteracy.Org <http://goo.gl/l34mq>
- ProLiteracy <http://goo.gl/cb4xm>

### Early Literacy

- Born to Read -- It's Never Too Early to Start! <http://goo.gl/H5wGL>
- Reading Rockets <http://goo.gl/FGcK2>



If your need more information, please contact IRC Jakarta at [ircjakarta@state.gov](mailto:ircjakarta@state.gov). See page 4 for details info

# Literacy in Indonesia

Since 2000, Indonesia has been concentrating on the acceleration of illiteracy eradication. Thus, in line with UNESCO Literacy Initiative for Empowerment-LIFE (2006-2015), literacy in Indonesia is understood as the foundation of lifelong learning. It is a human right, a tool of personal empowerment and a means for social and human development. It is a pre-requisite for other types of learning. It is crucial to the acquisition, by every child, youth and adult. It is essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. It is an indispensable means for effective participation in the societies and economies for the 21st century. Literacy Initiative for Empowerment under the above contexts is translated into eradication of illiteracy through basic literacy education, self entrepreneurship literacy, women empowerment education, gender mainstreaming oriented family education, and improving community reading habit.

The broad target of illiteracy eradication is encapsulated in the Presidential Instruction No. 5, 2006 on The National Movement to Hasten Compulsory Nine-Year Basic Education and the Fight against Illiteracy (NMHFAL). Further, the Minister of National Education provides guidelines for implementation at both government and non-government levels to augment the level of literacy in Indonesia.

So far, the achievement of the implementation of NMHFAL has significantly improved literacy rates as shown in the table below.

Year	Illiterates 15 years above (in million)	Percentage			Gender Disparity
		M	F	M+F	
2004	15.41	6.5	13.8	10.21	7.3
2005	14.89	6.62	12.85	9.55	6.59
2006	12.88	5.40	10.73	8.07	5.33
2007	11.82	5.04	9.36	7.20	4.32
2008	9.76	4.27	7.51	5.97	3.24
2009	8.7	3.64	6.39	4.3	2.75

## Programs for Youth/Adult Literacy and Development

In order to improve adults' literacy competencies, a program coined AKRAB (*AKSaRA agar Berdaya* – Literacy Creates Power-Akrab also means friendly) has accordingly been set up for the purpose of supporting adult literacy education. The program means asking the illiterates to familiarize (AKRAB) themselves with letters (*aksara*) in order to achieve empowerment (*berdaya*), and hence the slogan “AKSaRa agar Berdaya” could be best translated into ‘literacy creates power’.

The programs of AKRAB encompass the following:

Functional Literacy is intended to make people functionally literate.

Entrepreneurship Literacy is a literacy improvement program shaped in the form of entrepreneurship.

Family Literacy is designed for the family empowerment through teaching the family members (by one of the literate family member), communication skills, in text and non text, and numeracy in Indonesian language.

Literacy for Special Community Based on Folk Tales aims at using folk tales as a teaching approach and media.

Local Culture Literacy is a literacy strengthening attempt by using local culture as its media of teaching and empowerment for the students and their surroundings.

Excerpted from: *Country Paper: Status and Major Challenges of Literacy in Indonesia.*

Full text availability at:

<http://goo.gl/v9C2E>

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